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ABSTRACT

This teacher's guide accompanies the Public Broadcasting System (PBS) four-part videotape documentary about the journey of Meriwether Lewis and William Clark as they made their way from the Missouri River to the Pacific Ocean. The guide introduces the documentary's major themes through 4 lessons which focus on the geography and events that shaped the journey. The lessons are (1) "Preparing for the Journey"; (2) "To the Continental Divide"; (3) "Reaching the Pacific"; and (4) "Returning Home." Each lesson includes background information, discussion questions, activities for individual, small group, or whole class involvement. A map and time line are provided. The accompanying video segment index indicates the volume, hour, minute, and second that material about a key event, organization, or person featured in the video will occur. There are an alphabetical index and a subject index focusing on events, organizations and groups, and people. (MM)

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TEACHER'S GUIDE

LEWIS & CLARK

SO 029 753

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A TEACHER'S GUIDE TO

LEWIS & CLARK:

The Journey of the Corps of Discovery

A FILM BY KEN BURNS

distributed by

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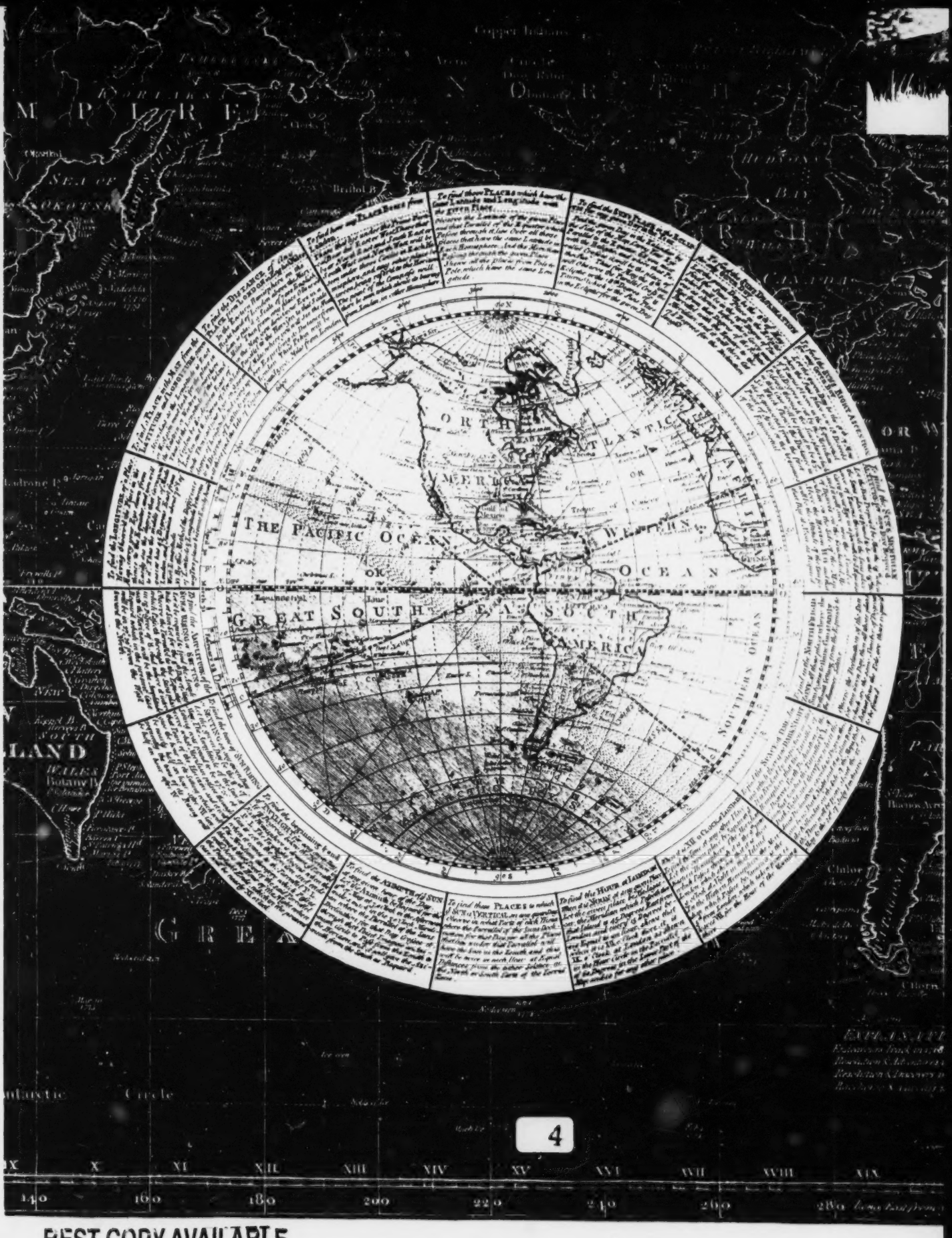

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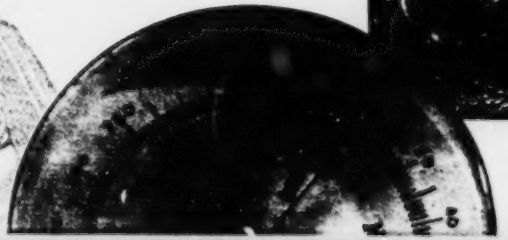

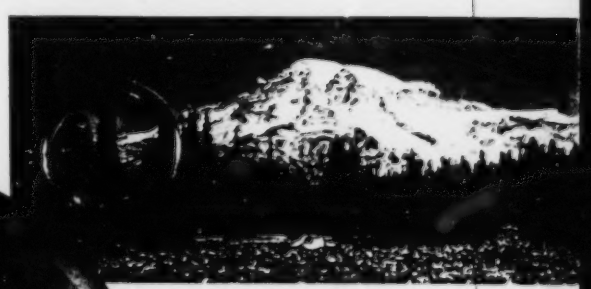

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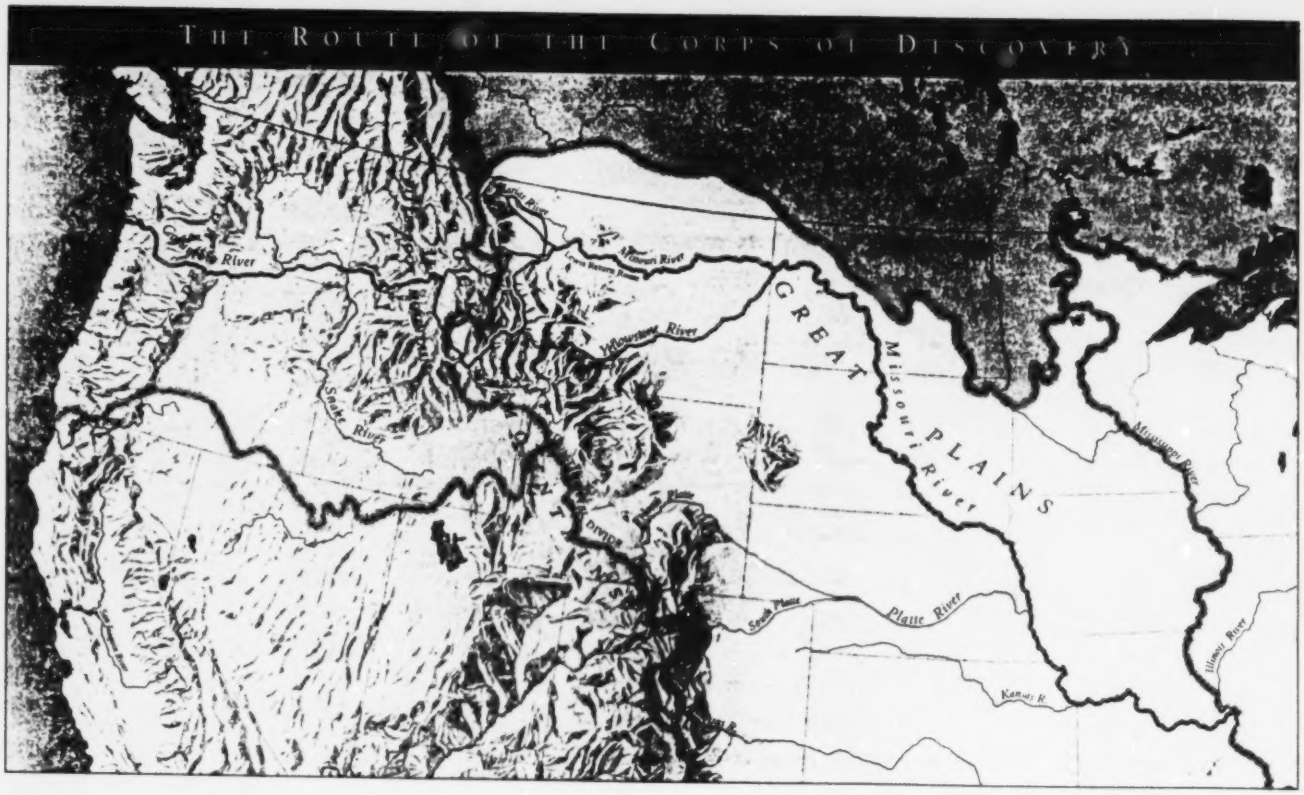
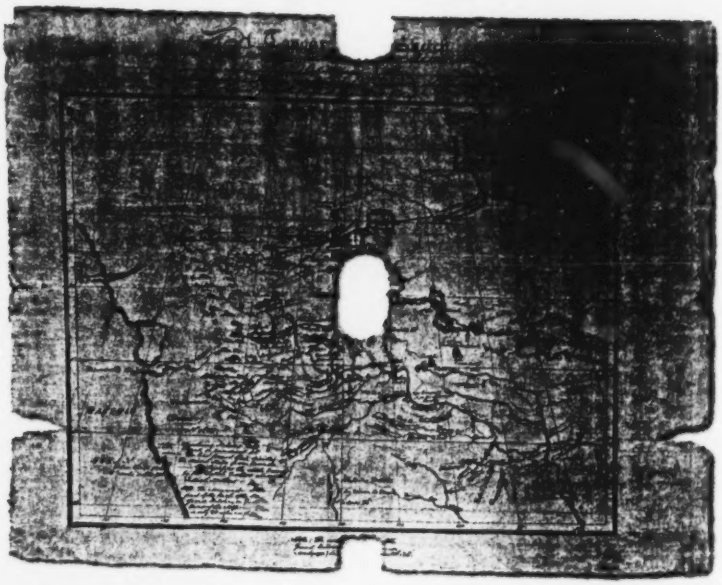


Route of the Corps of Discovery
Outbound route shown in red,
inbound in blue.
Courtesy of Florentine Films



"Soulard Map of the Missouri and Upper Mississippi, 1802" by William Clark
Courtesy of the Beinecke Rare Books and Manuscripts Library

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LEWIS & CLARK:

The Journey of the Corps of Discovery

OVERVIEW

This teacher's guide has been developed to accompany Ken Burns's four-part documentary *Lewis and Clark: The Journey of the Corps of Discovery*. The documentary examines the extraordinary journey of Meriwether Lewis and William Clark as they made their way from the Missouri River to the Pacific Ocean. The men of the corps as well as Lewis and Clark kept detailed journals that recorded virtually everything they experienced and encountered. They wrote about and collected specimens of animals and plants never before mentioned in scientific records.

The film shows the obstacles of geography and climate that the men had to overcome, especially once they reached the Continental Divide where they had expected to find the fabled Northwest Passage—the great dream explorers had pursued for centuries. Instead of a short and easy portage between the Missouri and Columbia Rivers, the explorers were confronted by endless mountains of awesome height which they needed to cross in order to reach the Pacific Ocean.

This extraordinary documentary helps students realize the geographic magnificence of the continent Lewis and Clark explored and understand the historic significance of this remarkable journey. As historian William Least Heat-Moon explains in the film: "The great gift of the Corps of Discovery that we can see today . . . is that [those explorers] were able to knit the Atlantic Ocean and the Pacific Ocean. They were the sinews which bound these two great oceans together. Right across what we now call the heart of the United States. They discovered that America was more than Thomas Jefferson dreamed that it could be."

IN THIS GUIDE

This guide introduces the documentary's major themes through four lessons which focus on the geography and events that shaped this great journey. Each lesson includes:

Background information to provide an overview of key concepts and events covered in each lesson. Each lesson is tied in directly to a specific segment in the documentary through a time code reference that allows teachers to select specific segments of the film for viewing. (The time code reference is explained below.)

Discussion questions to encourage classroom participation and help students reflect on the ideas and themes raised in this documentary.

Activities for individuals, small groups or the whole class. Many of the activities are best carried out in small groups, and it would be useful to divide the class into groups for the duration of this guide.

This guide also includes a **map** which outlines the route Lewis and Clark took to the Pacific Ocean as well as the route the traveled to return east. The map may be used to complete several of the activities in the lessons that follow.

In addition, a **time line of major events** can be found in the back of this guide. Students should use this time line as a reference as they view the programs and complete their small group activities.

The **map** and **time line** were developed by PBS and can also be found at the Lewis and Clark web site at http://www.pbs.org/lewisandclark.

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PBS VIDEO*index*®

To help you find specific segments, themes, events, or people in the series, PBS has prepared a special set of indexed tapes for educators. These tapes have been enhanced with a time code reference that is visible on your television screen. The time code appears as a series of numbers (e.g. 1:40:10) and refers to the hour, minute and second at which a reference will appear. For instance, the reference given above will appear 1 hour, 40 minutes and 10 seconds into a particular episode. To find the reference, you need only to fast forward the correct episode until the number 1:40:10 appears on your screen.

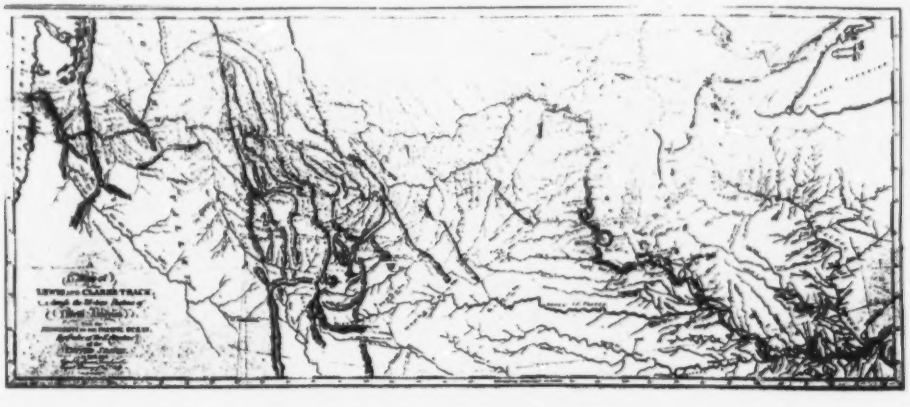
The printed PBS VIDEO*index*® which accompanies this guide can be used to find the correct episode and time code for specific references. The episode, in this case first, second, third or fourth, is indicated in the PBS VIDEO*index*® by a number and followed by a slash (/). Following the slash, the hour, minute and second at which the reference will appear. For example, in the index you will find a reference to Lewis reaching the Continental Divide. That number will appear in the PBS VIDEO*index*® printed as 2/39:10. This indicates Lewis reaches the Continental Divide in episode 2, at time code number 39:10. To locate the reference on the tape, place the episode 2 in the VCR and fast forward until you see the numbers 39:10 appear on your screen. At that point in the tape, you should see the segment on Lewis reaching the Continental Divide.

The PBS VIDEO*index*® can be a powerful resource to create your own thematic lessons. Using the Subject Index portion of the resource, you can find the entries for issues, events, people or places about which you would like to teach. Identify the program segments that refer to those topics, locate them on the videotapes and use them to create a lesson that fits tightly into your curriculum.

Specific index numbers that correspond to each lesson plan can be found at the top of each lesson. In addition, index numbers may appear within discussion questions or activities to enable you to cue the program to a specific segment to trigger discussion or review a historical comment.

LEWIS AND CLARK WEB SITE

PBS has created a rich web site with many resources such as maps, a time line and archives of interviews with historians, original journal entries and background information on Native Americans. Although the lessons in this guide do not require internet access, the PBS web site is referenced several times in the lessons that follow. Using the web site can provide an enhanced learning experience for your students and access to materials that are not available in printed form. You can find the web site at http://www.pbs.org/lewisandclark.



"Map of Lewis and Clark Track"
Original by Clark, 1810
Copied by Samuel Lewis, 1814
Courtesy of Library of Congress

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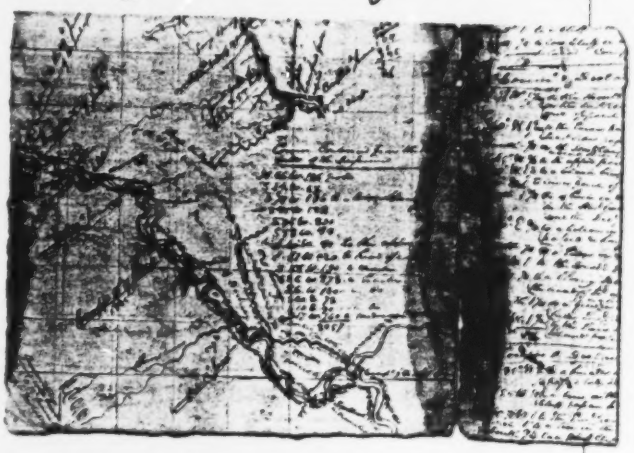
LESSON ONE

Preparing for the Journey

Dear Lewis,

This is an undertaking fraught with many difficulties, but my friend, I do assure you that no man lives with whom I prefer to take such a trip... My friend, I join with you hand and heart.

William Clark



"Three Forks of the Marias" by William Clark
Courtesy of Beinecke Rare Books and Manuscripts Library

Program 1, Time Code 11:42

SUMMARY OF VIEWING SEGMENT

Program 1, Time Code 00:00-17:15

In 1801, when Thomas Jefferson became president, two out of every three Americans lived within 50 miles of the Atlantic Ocean. Only four roads crossed the Allegheny Mountains. The United States ended at the Mississippi River. In 1803 Jefferson chose Meriwether Lewis, his personal secretary, to head an expedition that would explore the unknown geography of the West and find the way to what Jefferson's geography books described as the Northwest Passage. This theoretical passage was described as an easy water route that would link the Atlantic with the Pacific, make possible direct trade with all the Orient and unlock the wealth of North America.

This opening segment introduces us to Meriwether Lewis and William Clark and sets the stage for an expedition that would open up what historian John Allen calls "new geographies, both geographies of reality, and geographies of the imagination, of hope, of desire."

LEARNING OBJECTIVES

- Examine the backgrounds of Lewis and Clark and discuss each man's leadership characteristics.
- Explore the significance of western exploration in the early 1800s.
- Examine the significance of the Louisiana Purchase.
- Understand the role President Thomas Jefferson played in western expansion.
- Understand the geographic and climatic conditions that determined which route Lewis and Clark chose to travel to the Pacific Ocean.

BEFORE VIEWING

Have students, as a class, brainstorm a list of characteristics that they think a good leader should possess. Review the list. What additional characteristics and skills might President Thomas Jefferson have sought from the two leaders of the Corps of Discovery? As students view the film, ask them to make notes of the characteristics embodied by Lewis and Clark.

AFTER VIEWING DISCUSSION

1. What do we learn about Lewis and Clark in this opening segment? What were the backgrounds of the two men? Why did Jefferson choose Lewis to lead the Corps of Discovery? Why did Lewis choose Clark to accompany him? Why did some think Lewis was an unlikely choice to lead the expedition? Have students check their lists of leadership skills. Which, if any, of these skills or characteristics have the two men already displayed?

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2. What was known about the West in 1801? Why was the Corps of Discovery expedition so important to President Jefferson? What did he hope to accomplish by sending Lewis and Clark west?

3. Review Stephen Ambrose's statement about Jefferson (Program 1, Time Code 14:55). What does Ambrose mean when he says that "Jefferson had a mind that encompassed the continent"?

4. What role did the Louisiana Purchase play in the goals of the expedition? What reasons can students give to support what the narrator calls "the greatest land deal in history"? Who stood to gain from the "deal"? Who stood to lose? Was this, in fact, "the greatest land deal in history"?

5. In the spring of 1803, Lewis went to Philadelphia to study in preparation for his journey. What skills and knowledge did Lewis acquire? What knowledge and skills would you want to be sure you had before embarking on such a journey? What skills do you think will be the most important to Lewis and why?

6. Why would anyone want to join the Corps of Discovery? What types of men might Lewis and Clark have wanted as part of their team? Ask students what reasons they would give for accepting the offer to travel into unknown territory. What reasons would they give for declining?

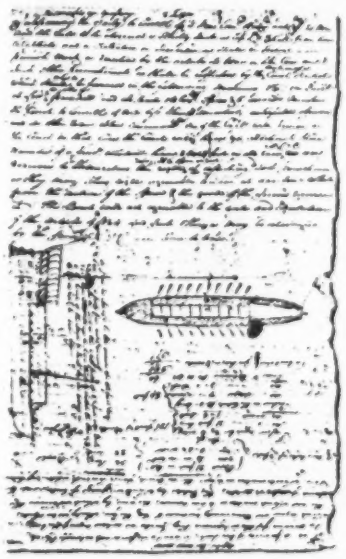
7. What other countries had claims on land in the West? (The map in Program 1 at Time Code 15:20 may help to guide answers to this question.) What land did Spain control? What land did England control? How might Lewis and Clark's journey affect the claim of the United States on the West in ways the Louisiana Purchase could not?

AFTER VIEWING ACTIVITIES

1. Divide students into small groups for this lesson and the lessons that follow. The goal of each group is for students to work together as if they were the members of the Corps of Discovery. Each group's first mission is to decide which route it will take to the Northwest Passage. After deciding on a route, each group should outline its proposed route on a map and present the plan to the class. Use the map on page iv of this guide to compare the route students chose to the route Lewis and Clark traveled west. Why did students choose their particular route? Do students think Lewis and Clark chose the route they would travel?

2. Continuing to work in small groups, each one should list the supplies its members will take on the journey. Supplies must be limited to what would have been available to Lewis and Clark. What provisions will each group carry and what provisions will it hope to hunt or gather along the way? What medical supplies? Which scientific instruments? How long will its provisions last? Have students determine a strategy for rationing provisions. Approximate how many pounds of supplies each group plans to carry west. Finally, approximate how much individual provisions will weigh. Ask students how practical their list of provisions is for a long western journey.

3. Working individually, ask students to decide on three personal belongings each would take west as a member of the Corps of Discovery. Have students write a paragraph about each belonging explaining his or her choice.



"Clark Field Notes — Keelboat" William Clark Field Notes, 1804, page showing keelboat. Courtesy of Beinecke Rare Books and Manuscripts Library.

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Lesson Two
To the Continental Divide

When the astronauts went to the moon, they'd seen pictures of it, they knew what to expect. When Lewis and Clark headed out, they didn't have the slightest notion of what to expect. It was more unknown to them than [the moon voyage was] to the astronauts.

Dayton Duncan
Volume 1, Time Code 17:44

Summary of Viewing Segment

Program 1, Time Code 17:19 - Program 2, Time Code 43:28

This segment follows the Corps of Discovery expedition from May 1804 when it began its journey up the Missouri River to August 1805 when it reached the Continental Divide. During this segment, viewers are introduced to several members of the corps including John Ordway, a young soldier from New Hampshire; Joseph Whitehouse, a tailor from Virginia; and York, Clark's boyhood slave.

Early in the expedition fourteen miles was a good day's progress, and after two long months the corps was still in what is now Missouri. Viewers learn about the conditions that the men endured and watch as the expedition marked the first Fourth of July celebrated west of Mississippi.

As the corps members moved farther west, they noticed the changing landscape, encountered animals they had never seen and kept detailed descriptions in their diaries, making many first-time observations for recorded science. They also met several bands of Native Americans: the Otos, the Arikara, the Yankton Sioux, and the Lakota (Teton Sioux).

Toussaint Charbonneau, a French-Canadian fur trader, and Sacagawea, a Shoshoni woman who was captured by the Hidatsa and then sold to Charbonneau, joined the expedition. In October 1804, the corps built Fort Mandan across from the main village where 4,500 Mandan and Hidatsa lived. There the Corps of Discovery spent its first winter.

In June 1805, the corps portaged around the Great Falls of Missouri; in August it reached the Continental Divide, where Lewis hoped to see a water route to the Pacific Ocean. Instead of the fabled Northwest Passage, he found only a series of mountains that the corps would have to cross to reach the Pacific.

Learning Objectives

- Understand the changes in geography the corps encountered as they moved west.
- Explore the importance of the journals and scientific records kept by the corps.
- Examine the characteristics of leadership and teamwork displayed by corps members.
- Examine the historic significance of Lewis and Clark's encounters with Native Americans.

Before Viewing

Have the class brainstorm a list of characteristics it thinks the members of the corps needed to possess. What skills and characteristics were Lewis and Clark looking for in their team members? What do students think is most important about being a part of a team? If they were to assemble a group with whom they would travel west, what are the different skills and characteristics they would want to be sure were represented within the team? As they view the film, ask students to note the names of individual corps members introduced in the film. How did their backgrounds differ?

After Viewing Discussion

1. Display a map of Lewis and Clark's journey found on page iv of this guide. Ask students to recall the major parts of the journey up until corps members reached the Continental Divide including the initial crossing of the Missouri River, their winter with the Mandan, their encounter with the grizzly and the crossing of the Great Plains. What obstacles did the corps encounter at each phase of the journey? Which

parts of the journey do students think were most difficult? Have students describe the geographical and ecological factors that impeded the men at different phases of the journey. What do students think kept the men moving forward during difficult times?

2. Have students define "esprit de corps" and explain ways the men experienced this. How, if at all, do students think it was important to the success of the journey? Ask students to recall a time they experienced esprit de corps (at camp, playing on a sports team, completing a family project). How important do students think esprit de corps is to the success of a team effort?

3. What was the importance of the journals of Lewis and Clark? Why did Jefferson direct Lewis to make certain he carefully record his experiences? How would these journals set this expedition apart from the expeditions of other explorers of the West?

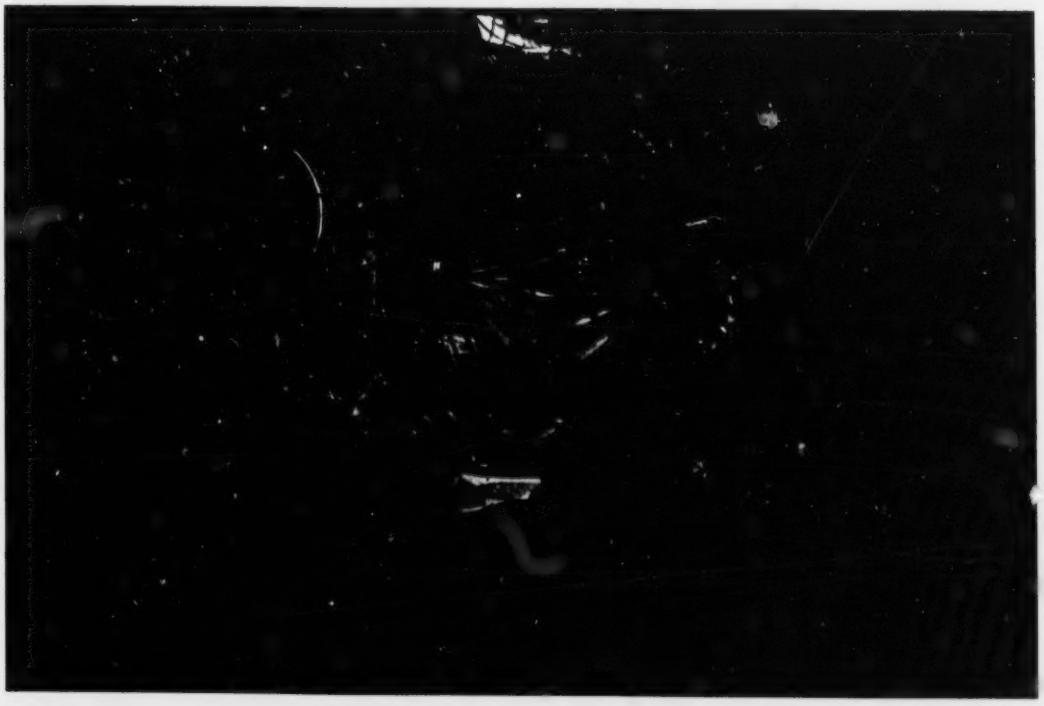
4. What do we learn about Lewis's mental health during this segment? Do students think Lewis's bouts with melancholy affected his ability to be a leader? What leadership qualities did Lewis and Clark display as they made their way to the Continental Divide? Do students think that the expedition needed leaders in order for it to succeed? What do students think is the most difficult aspect of being an effective leader? How might it have been difficult for Lewis and Clark?

5. Who was Sacagawea, and what role did she play in the journey of the Corps of Discovery? Discuss the role of women in society in the early 1800s. Do students think members of the corps accepted Sacagawea as an equal member of their team? Historian William Least Heat-Moon has said Sacagawea was probably "the most romantic figure of the expedition." Discuss what he meant by this and whether students agree with his statement. How do characters come to be romanticized through history? (The comments of other historians about Sacagawea's place on the expedition are available by going to the Lewis and Clark web site [http://www.pbs.org/lewisandclark], clicking on Living History and then clicking on Sacagawea.)

6. Historian John Allen says that, as Lewis approached the Continental Divide, "the geography of reality and the geography of hope are clashing." (Program 2, Time Code 42:00) What does he mean by this statement? What is the "geography of hope"? In what ways does this phrase describe the West during the 1800s?

AFTER VIEWING ACTIVITIES

1. Lewis and Clark passed into what is now North Dakota in October. Working within their original groups and assuming their roles as members of the corps, students should trace on a map the route the corps took from St. Louis to North Dakota. How many miles do students think the corps has traveled? List the rivers and mountain ranges the explorers have crossed. Using its list of original supplies, have the groups record which supplies might have been used thus far. If rations are running low, devise a plan for procuring needed supplies. What items might be traded with the Native Americans? What might the Native Americans want in return? Make a plan for rationing provisions for the remaining part of the trip.



"Interior of the Hut of the Mandan Chief" painting by Karl Bodmer, 1832-1834 Courtesy of the Beinecke Rare Books and Manuscripts Library

2. During the winter with the Mandan, Lewis and Clark sent a shipment to Jefferson which included reports from their journey, information about the Native Americans they had met, specimens and live animals. Ask each group of students to put together a shipment for Jefferson using sketches, pictures and journal writing. What facts would they include in their journal? How would they describe the Mandan? The Lakota? What specimens do they think would be most important to send back? Have each group include a short letter to Jefferson from Lewis which summarizes the corps's experience to date.

3. Corps members encountered many landscapes that they had never before seen. As historian Least Heat-Moon explains: "None of the early travelers who came into the West and encountered the Great Plains could believe what they were seeing." Have groups collect pictures of the geographical features which the corps encountered and then organize those pictures in the order in which the corps encountered them. Have students describe the geography and geology of each area and write a short description under each photo from the point of view of a corps member experiencing the landscape for the first time. Which landscapes might have been the most remarkable to corps members?

4. Working in their groups, have students choose one corps member and write his diary entry from each of the following points in the journey: leaving St. Louis, crossing the Missouri, mourning the death of Sergeant Charles Floyd, wintering with the Mandan, and approaching the Continental Divide. (Students may also consult the time line found in this guide for other events to write about.) Have the groups read their diary entries to the class at large. Have students discuss similarities between the experiences, such as weather, health or food. What kept the corps member going at each point? What were they enjoying about the journey? What were they finding the most difficult?

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LESSON THREE
Reaching the Pacific

To have turned around and watched [Clark's] face see that ocean. That would be tears. And I'm sure that William Clark had tears in his eyes when he reached that moment. Even though the journey still had the great difficult return to make, they had gotten there. They had arrived.

William Least Heat-Moon
Program 3, Time Code 39:35

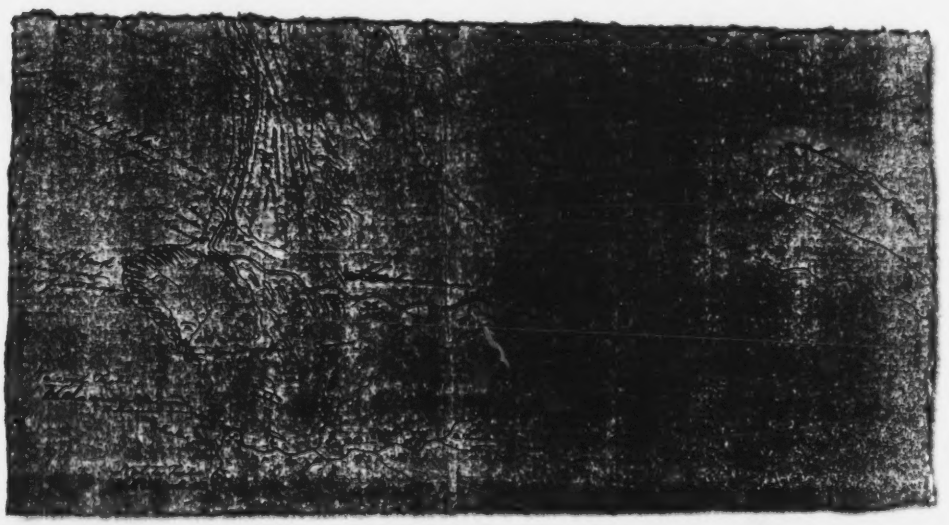
SUMMARY OF VIEWING SEGMENT

Program 3, Time Code 01:00 - Program 3, Time Code 57:08

By the summer of 1805, the Corps of Discovery had been gone for a year and a half. It had already reached the Continental Divide where it expected to find the Northwest Passage—a short and easy portage between the Missouri and Columbia Rivers, the great dream explorers had pursued for three centuries. Instead, it was confronted by endless mountains. This section follows the Corps of Discovery as it makes its way from the Continental Divide to the Pacific Ocean.

In August 1805 after reaching the Continental Divide, the corps found a Shoshoni village. Lewis negotiated for much-needed horses with the help of Sacagawea who, when brought in to translate, discovered that the Shoshoni chief was her brother. Clark described the meeting in his journal: "[Sacagawea] instantly jumped up, and ran and embraced [her brother], throwing over him her blanket, and weeping profusely."

Having secured horses from the Shoshoni, the corps members headed west through what is now Montana. As they crossed the Bitterroot Mountains they ran short of supplies and had to kill a horse for food. After an eleven-day journey through the mountains, they met the Nez Percé on the banks of the Clearwater River. If the Nez Percé had decided to slay the members of the Corps of Discovery, they would have been the richest Native Americans in America. Instead, they befriended the explorers, and together they feasted on salmon and camas root.



"Whale Drawing Map" by William Clark
Courtesy of the Beinecke Rare Books and Manuscripts Library

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In October the corps reached the Columbia River, which flows through what is now eastern Oregon and Washington. On October 18, 1805, Clark saw Mount Hood—proof they were nearing the ocean. It wasn't until November 18, however, that Clark set out from the expedition's campsite, worked his way to the top of a hill and at last saw the Pacific.

LEARNING OBJECTIVES

- Identify the mountain ranges and rivers that the corps traversed from the Continental Divide to the Pacific Ocean.
- Describe the corps's encounters with the Shoshoni and the Nez Percé.
- Compare Lewis and Clark's journey to recent expeditions of discovery.

BEFORE VIEWING

Review the route Lewis and Clark took to the Continental Divide. How long did it take them to reach the Divide? From the Continental Divide, which route would students choose to reach the Pacific Ocean? What parts of the journey to the Pacific would be the most difficult geographically?

AFTER VIEWING DISCUSSION

1. Review the quotation by John Allen at the beginning of this section (Program 3, Time Code 01:00) which reads: "The [Lewis and Clark] expedition was like going to the moon." Do students agree with this statement? In what ways were the two voyages similar? In what ways were they different? What do students think our next significant journey of exploration will be?

2. What did Lewis and Clark expect to find when they reached the Continental Divide? What did they actually find? Using a map, identify the mountain ranges the expedition would need to cross to reach the other side of the continent. What is the altitude of the lowest peaks? What is the altitude of the highest peaks? What rivers would the corps have needed to cross? Ask students to speculate what the corps members were thinking as they looked out at what was ahead. What do you think kept them going? Why didn't they turn back?

"Bear's Belly" photo by Edward S. Curtis, circa 1907-1930. Courtesy of Dartmouth College Library, Hanover, NH

3. What was the importance of meeting the Shoshoni? How were the Shoshonis different from other Native Americans Lewis and Clark had met? What does James Ronda mean when he says, "Of all the Indians that Lewis and Clark met, the Lemhi Shoshoni were the most in trouble"?

4. What Indian tribe referred to itself as the Nimipu? Why do we know the tribe as the Nez Percé? How were the Nez Percé instrumental in the success of Lewis and Clark's journey? Why might they have chosen to kill the members of the Corps of Discovery? What did they have to gain by taking such an action? Why did they chose instead to spare the men and invite them into their camp?

5. How did Lewis and Clark decide where to spend the winter before returning home? Why do students think that they decided to put the decision to a vote? What does the action say about Lewis and Clark? What other ways might they have come to a decision? Dayton Duncan calls this a "quintessential American moment." What does he mean by this statement? Do students agree?

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AFTER VIEWING ACTIVITIES

1. Review the situation the corps found itself in as it was about to return home. It is November, and the group has traveled over 4,000 miles. It must decide where to spend the winter. As a class, discuss the options the corps had. Then take a vote as to where to spend the winter of 1805. If there is disagreement in the class, decide how to resolve the disagreement. Do students think voting was the fairest way to come to a decision? How many people are unhappy with the final decision? How does this democratic process reflect what Dayton Duncan calls "Lewis and Clark at their best, which is America at its best"? (Program 3, Time Code 43:58).

2. Dayton Duncan says, "There are few places in the world . . . where the climate and terrain changes as dramatically as it does when you go through the Columbia River Gorge." With the volume turned down, watch the footage from this section of the film. Working in pairs, students should write a short narration that describes the experience of seeing Columbia River Gorge for the first time as a member of the Corps of Discovery. Have them present their descriptions to the class using the film footage as a background to their presentation.

3. On November 18, 1805, the Corps of Discovery finally reached the ocean. Divide the class in two groups. Have students in one group write a letter from Lewis to President Jefferson about the corps's arrival to the Pacific. Ask students in the second group write a letter from Jefferson to Lewis commending him on the group's accomplishment.

LESSON FOUR

Returning Home

Lewis and Clark were so good at planning, working together, adjusting (and) adapting that they took more than forty people from St. Louis across the West and back in two-and-a-half long, often dangerous years, and lost only one person by disease, we think, that no one could have prevented. I mean that they were not only the first, they were the best.

Dayton Duncan (Program 4, Time Code 17:24)

SUMMARY OF VIEWING SEGMENT

Program 4, Time Code 00:10 - Program 4, Time Code 45:45

On March 23, 1806, after presenting Fort Clatsop to the neighboring Native Americas, the Corps of Discovery slid its boats out onto the Columbia once again and happily pushed off for the United States. By early May, they were back with the Nez Percé, who once again befriended the explorers.

In July, heading toward the Missouri, Lewis and his men encountered Blackfeet warriors. A skirmish later arose that left two Blackfeet dead. Convinced that a Blackfeet war party was on their heels, Lewis and his men rode for the next twenty-four hours straight. After 120 miles, they finally reached the Missouri. On August 14, they arrived at the Mandan villages where they had spent their first winter. Here they said good bye to corps member John Colter, who left the expedition to join two American trappers on their way to Yellowstone, and Toussaint Charbonneau, Sacagawea and their child, who was born during their journey.

On September 23, 1806, the men arrived at the mouth of the Missouri River. They soon landed at River Dubois, where they had spent the winter in 1804. That day Lewis announced the safe arrival of the corps to President Jefferson.

The men arrived home to a hero's welcome. There were galas and celebrations, and Congress awarded each man double pay and 320 acres of land for his services; Lewis and Clark each received 1,600 acres. Lewis finally reported personally to the president who had sent him across the continent, but there is no record of what transpired at that meeting.

In the months that followed, the men quietly disbanded. York, who had been a full-fledged member of the expedition was kept in slavery for five years until Clark finally relented and granted him his freedom. Immediately following the expedition, Clark married Judith Hancock of Virginia, in whose honor he had named a river in Montana. They moved to St. Louis, where Clark assumed duties as the government's Indian agent in the West. He was sixty-nine years old when he died in 1838 at the home of his eldest son, Meriwether Lewis Clark.

Meriwether Lewis was appointed governor of the Louisiana Territory and, like his partner Clark, moved to St. Louis. Lewis, however, was soon overwhelmed by problems in his new life. He courted several women, but none would marry him. His debts mounted. He was unable to complete a manuscript describing the expedition. On October 18, 1809, Jefferson received word that Lewis had committed suicide a few days earlier.

LEARNING OBJECTIVES

- Devise a return route for the Corps of Discovery.
- Understand the impact the Lewis and Clark expedition would have on Native Americans.
- Examine the role of Lewis and Clark as heroes in American history.

BEFORE VIEWING

Use the map found on page iv of this guide to review the route Lewis and Clark took on their journey west. What changes will they make on returning east and why? Do you think the return trip will be more or less difficult than the original westward journey? Why?

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AFTER VIEWING DISCUSSION

1. What was the public sentiment toward the Lewis and Clark expedition? Was the public supportive of the journey? How did people in the United States find out about the expedition? Do you think the information that they received about the journey was correct? If people had known the hardships and dangers which the men encountered along the way, do you think they would have continued to support the corps?

2. How was the mood different among members the Corps of Discovery on their return home? Why do you think it might have been more difficult to maintain an esprit de corps on the return home? What action does Lewis take that symbolizes this change of mood? (Program 4, Time Code 01:20) What do you think prompts him to violate the expedition's own moral code?

3. Why was the Corps of Discovery a threat to the Blackfeet Indians? Why did the Blackfeet have so much power in their territory? What message of change did Lewis deliver to them? Why, as James Ronda describes, was this "a thunderous message . . . lightening in the sky"? How did the Blackfeet react? Do students think their reaction was justified? Why or why not?

4. Why did Clark refuse to give York his freedom? Why do you think Clark could treat York as an equal member of the corps during the journey? Why did Clark see things differently when they returned home?

5. Review Stephen Ambrose's quotation that (Program 4, Time Code 43:20) "Lewis and Clark are the real thing. They're authentic heroes." What makes them heroes? What other people from American history do you consider heroes?

6. Review the time line beginning on page 13 of this guide. If students had to choose one event from the expedition they felt was the most challenging for the corps members, which would it be? Which event, if any, do students think Lewis would say best signifies the importance of the journey? Which event, if any, would Clark point to as most difficult?

AFTER VIEWING ACTIVITIES

1. In taking stock of their supplies for the return home, Lewis noted that the entire supply "could be held in two handkerchiefs." What supplies did they have as they set out to return home? (Review Stephen Ambrose's quotation in Program 3, Time Code 56:34) Ask the student corps groups to plan a strategy for the return home. What supplies will be needed? Where can they be found? What supplies were most important to Lewis and Clark? Will they need to be rationed?

2. There is no record of Lewis's personal meeting with President Jefferson upon the corps's return home. Have students in small groups write a dialogue between Lewis and Jefferson at that first meeting. What do they think Jefferson was most interested in? What would Lewis have most wanted to tell? Keep in mind Stephen Ambrose's comment that "Jefferson was a man who could never get enough information. Meriwether Lewis brought him at that first meeting, more new information and more knowledge than he ever got in his life in one brief period like that" (Program 4, Time Code 25:00).

3. Working in small groups, students should track the history of Native American groups Lewis and Clark encountered. What were the populations of different Native American tribes during Lewis and Clark's journey? What were the tribes' populations by the end of the century? What happened to each tribe? What promises did Lewis and Clark make to the Native Americans whom they met? How soon would it be before those promises were broken?

LEWIS & CLARK:

The Journey of the Corps of Discovery

T I M E L I N E

This time line was developed for the Lewis & Clark web site www.pbs.org/lewisandclark

1801

Peace Medal with Thomas Jefferson

Thomas Jefferson becomes president. The western boundary of the United States is the Mississippi River; two-thirds of citizens live within fifty miles of Atlantic Ocean. Having tried three previous times to mount expeditions across the continent, as president he decides to try once more.

Jefferson asks Meriwether Lewis to become his personal secretary; Lewis lives in East Room of the White House. Besides carrying out other duties for the president, Lewis helps Jefferson plan for western exploration.

1803

JANUARY 18

Meriwether Lewis

In secret communication to Congress, Jefferson seeks authorization for the expedition—first official exploration of unknown spaces undertaken by the United States government. An appropriation of $2,500 is requested. (The final cost will be $38,000.)

SPRING

Lewis, now picked as commander, is sent to Philadelphia for instruction in botany, zoology, celestial navigation and medicine from nation's leading scientists. He also begins buying supplies to outfit the expedition.

Lewis writes to former army comrade, William Clark, inviting him to share command of expedition. Clark writes to accept.

JULY 4

News of the Louisiana Purchase announced. For $15 million, Jefferson more than doubles the size of United States: 820,000 square miles for 3 cents an acre. The next day, Lewis leaves Washington.

SUMMER

Lewis oversees construction of big keelboat in Pittsburgh, then takes it down the Ohio River, picking up Clark and some recruits along the way. With Lewis is a Newfoundland dog, Seaman, which he has purchased for $20. Clark brings along York, a slave he has owned since childhood.

FALL/WINTER

The expedition establishes Camp Wood (also called Camp Dubois) on east bank of Mississippi, upstream from St. Louis. More men recruited and trained.

1804

MARCH 10

Lewis and Clark attend ceremonies in St. Louis formally transferring the Louisiana Territory from France to United States.

MAY 14

The expedition sets off from Camp Dubois "under a gentle brease," Clark writes. (Lewis is in St. Louis and joins group a few days later.)

The Corps' Keelboat

Nearly four dozen men are involved. (The precise number is unknown). Members hail from every corner of the young nation. Reuben and Joseph Field are brothers. George Drouillard, Pierre Cruzatte and François Labiche are sons of French-Canadian fathers and Native American mothers. Besides captains, other diarists are John Ordway, a young soldier from New Hampshire; Patrick Gass, a carpenter of Irish stock from Pennsylvania; Joseph Whitehouse, a tailor from Virginia; and Charles Floyd of Kentucky, a "young man of much merit," Lewis writes.

They travel in big keelboat (55 long, 8 feet wide, capable of carrying 10 tons of supplies) and two smaller boats called pirogues. Proceeding up the Missouri River involves sailing, rowing, using setting poles and sometimes wading along the bank to pull the boats with cordelling ropes. Fourteen miles is a good day's progress.

MAY 25

The expedition passes La Charette, a cluster of seven dwellings less than sixty miles up the Missouri but, as Floyd notes in his journal, "the last settlement of whites on this river."

JULY 4

The expedition marks the first Fourth of July ever celebrated west of the Mississippi by firing the keelboat's cannon, drinking an extra ration of whiskey and naming a creek (near what is now Atchinson, Kansas) Independence Creek.

20

Reverse side of Peace Medal

AUGUST 3

The first official council between representatives of United States and western Native Americans occurs north of present-day Omaha, when the Corps of Discovery meets with small delegation of Oto and Missouri Native Americans. The captains establish routine for subsequent Native American councils: they hand out peace medals, fifteen-star flags, and gifts; parade men and show off technology (magnets, compasses, telescopes, Lewis's air gun); give speeches saying Native Americans have a new "great father" far to the east and promising future of peace and prosperity if the tribes don't make war on whites or other tribes.

AUGUST 20

Near what is now Sioux City, Iowa, Sergeant Charles Floyd becomes the expedition's first casualty from what was probably a burst appendix. (He also becomes the first United States soldier to die west of Mississippi.) The captains name the hilltop where he is buried Floyd's Bluff and the nearby stream Floyd's River.

Sioux Chief

AUGUST 30

The expedition holds a friendly council with Yankton Sioux (near what is now Yankton, South Dakota). According to what would become Yankton oral tradition, when a baby is born, Lewis wraps him in a United States flag and declares him "an American."

SEPTEMBER 7

Moving into the Great Plains, the expedition begins seeing animals unknown in the East: coyotes, antelope, mule deer, and others. On this particular day, all the men are employed digging a prairie dog out of its hole for shipment back to Jefferson. In all, the captains would describe in their journals 178 plants and 122 animals that previously had not been recorded for science.

SEPTEMBER 25

Near what is now Pierre, South Dakota, the Teton Sioux (the Lakota) demand one of the boats as a toll for moving farther upriver. A fight nearly ensues but is defused by the diplomacy of a chief named Black Buffalo. For three more anxious days, the expedition stays with the tribe.

OCTOBER 24

North of what is now Bismarck, North Dakota, the Corps of Discovery reaches the earth-lodge villages of the Mandans and Hidatsas. Some 4,500 people live there—more than live in St. Louis or even Washington, D.C. at the time. The captains decide to build Fort Mandan across the river from the main village.

BEST COPY AVAILABLE

NOVEMBER 4

The captains hire Toussaint Charbonneau, a French Canadian fur trader living among the Hidatsas, as an interpreter. His young Shoshoni wife, Sacagawea, had been captured by the Hidatsas several years earlier and then sold to Charbonneau (along with another Shoshone girl). Having been told that the Shoshones live at the headwaters of the Missouri and have many horses, the captains believe the two will be helpful when the expedition reaches the mountains.

DECEMBER 17

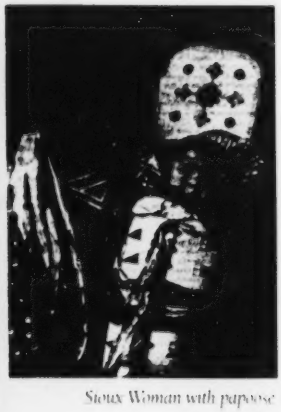
Clark notes a temperature of forty-five degrees below zero—"colder," John Ordway adds, "than I ever knew it be in the states." A week later, on Christmas Eve, Fort Mandan was considered complete and the expedition had moved in for the winter.

1805

JANUARY

The Mandans perform their sacred "buffalo calling" ceremony, and a few days later a herd shows up. The Native Americans and explorers hunt buffalo together. Several expedition members get frostbite, as does a Native American boy whose toes Lewis has to amputate, without anesthesia or a surgical saw.

FEBRUARY 11



Sioux Woman with papoose

Sacagawea gives birth to a baby boy, Jean Baptiste. Lewis assists in speeding the delivery by giving her a potion made by crushing the rings of a rattlesnake's rattle into powder.

APRIL 7

Lewis and Clark dispatch the big keelboat and roughly a dozen men back downriver, along with maps, reports, Native American artifacts, and boxes of scientific specimens for Jefferson (Indian corn, animal skins and skeletons, mineral samples, and five live animals including the prairie dog).

Prairie Dog

The same day, the "permanent party" heads west, traveling in the two pirogues and six smaller dugout canoes. The expedition totals thirty-three now, including Charbonneau, Sacagawea and her baby boy. "We were now about to penetrate a country at least two thousand miles in width, on which the foot of civilized man had never trodden," Lewis wrote, adding that "I could but esteem this moment of my departure as among the most happy of my life."

APRIL 29

Proceeding into what is now Montana—farther west than any white men had ever gone on the Missouri—they are astounded by the wildlife: herds of buffalo numbering up to 10,000, and other game "so plenty and tame," John Ordway writes, "that some of the party clubbed them out of their way." (The men are eating nine pounds of buffalo meat a day.)

Corps Member Treed by Grizzly

This day, past the mouth of the Yellowstone River, Lewis and another hunter kill an enormous bear—a grizzly, never before described for science. At first, Lewis believes that Native American accounts of the bears' ferocity were exaggerated, but in the days to come, as grizzly after grizzly chases the men across the Plains and prove nearly impossible to kill, he writes that the "curiosity of our party is pretty well satisfied with respect to this animal."

MAY 20

The captains name a river "Sah-ca-gah-we-a or Bird Woman's River, after our interpreter the Snake [Shoshoni] woman." As they map new territory, the captains eventually give the names of every expedition member to some landmark.

MAY 29

Clark comes across a stream he considers particularly clear and pretty and names it the Judith River, in honor of a young girl back in Virginia whom he hopes will one day marry him.

MAY 31

William Clark

The Corps of Discovery enters what are now called the White Cliffs of the Missouri—remarkable sandstone formations that the men compare to the ruins of an ancient city. (This section of the river is now protected by Congress and remains the most unspoiled section of the entire Lewis and Clark route.) "As we passed on," Lewis writes, "it seemed as if those scenes of visionary enchantment would never have an end."

JUNE 2

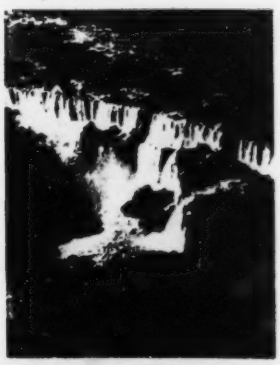
The expedition comes to a stop at a fork in the river. All the men believe the northern fork is the true Missouri; Lewis and Clark think it's the southern fork. After several days of scouting, the captains are still convinced they're right and name the other fork the Marias (after a cousin of Lewis in Virginia). The men still think otherwise but tell the captains "they were ready to follow us any where we thought proper to direct," according to Lewis. Based on information gleaned from the Hidatsas, they know that if they find a big waterfall, they're on the right track.

JUNE 13

Scouting ahead of the rest of the expedition, Lewis comes across "the grandest sight I ever beheld"—the Great Falls of the Missouri, proof the captains had been correct. But then he discovers four more waterfalls immediately upriver. They will have to portage eighteen and a half miles to get around them all.

When the rest of the expedition arrives, they make crude carts from cottonwoods, bury some of their cargo and begin hauling the canoes and remaining supplies over the broken terrain. Broiling heat, hail storms, prickly pear cactus and other obstacles mark the difficult portage which, instead of the half day the captains had planned the previous winter, takes nearly a month.

Falls of the Missouri



JULY 4

The party celebrates its second Independence Day on the trail (as well as the completion of the portage) by dancing late into the night and drinking the last of their supply of whiskey.

LATE JULY

The expedition reaches the Three Forks of the Missouri, which the captains name the Gallatin (after Secretary of the Treasury Albert Gallatin), the Madison (after Secretary of State James Madison), and the Jefferson, "in honor of that illustrious personage Thomas Jefferson, the author of our enterprise."

Sacagawea begins recognizing familiar landmarks (up until now, the route has been as unknown to her as to the explorers) and points out the place where the Hidatsas had captured her five years earlier.

Hidatsa woman

The expedition heads southwest, up the Jefferson. The river is shallow and swift and difficult for the men to drag their canoes upstream.

AUGUST 8

Sacagawea recognizes another landmark—Beaverhead Rock, north of present-day Dillon, Montana—and says they are nearing the river's headwaters and home of her people, the Shoshonis. Desperate to find the Native Americans and their horses, Lewis decides to scout ahead with three men.

AUGUST 11

Lewis comes across a single, mounted Native American—the first the expedition had seen since leaving Fort Mandan—and tries to signal his friendly intentions, but the horseman rides off.

AUGUST 12

The shipment sent from Fort Mandan finally arrives in the East. Jefferson will plant the **Native American** corn in his Monticello garden, hang elk antlers in his foyer, and send the surviving animals—a magpie and the prairie dog—to a natural science museum located in Philadelphia's Independence Hall. Reading Lewis's confident letter, he would imagine the expedition having already reached the Pacific.

That same day, Lewis ascends the final ridge toward the Continental Divide and "the most distant fountain of the waters of the Mighty Missouri, in search of which we have spent so many toilsome days and restless nights" and joyously drinks from an ice-cold spring. Climbing the rest of the ridge—Lemhi Pass, on the present-day border between Montana and Idaho—he expects to see from the summit a vast plain to the west, with a large river flowing to the Pacific: the Northwest Passage that had been the goal of explorers since the time of Columbus. Instead, all he sees are more mountains.

AUGUST 17

Having discovered a village of Shoshonis, Lewis tries to negotiate for the horses he now knows are all-important to cross the daunting mountains. On this day, Clark and the rest of the expedition arrive and Sacagawea is brought in to help translate. Remarkably, the Shoshoni chief, Cameahwait, turns out to be her brother. The captains name the spot Camp Fortunate.

AUGUST 18

Lewis's thirty-first birthday. Though he has just become the first American citizen to reach the Continental Divide and has concluded successful negotiations for horses, in his journal entry he turns introspective, writing that "I had as yet done but little, very little indeed." He vows "in future, to live for mankind, as I have heretofore lived for myself."

AUGUST 31

With twenty-nine horses, one mule, and a Shoshoni guide called Old Toby, the expedition sets off overland. They head north, over a mountain pass and into the valley of a beautiful river, now called the Bitterroot.

SEPTEMBER 9

They camp south of present-day Missoula, Montana, at a spot the captains call Travelers' Rest, preparing for the mountain crossing. Native Americans tell them that by following the Missouri to its source, they missed a shortcut from the Great Falls which could have brought them here in four days. Instead, it has taken them fifty-three.

SEPTEMBER 11

The Corps of Discovery ascends into the Bitterroot Mountains, which Sergeant Patrick Gass calls "the most terrible mountains I ever beheld." Old Toby loses the trail in the steep and heavily wooded mountains. They run short of provisions and butcher a horse for food; snows begin to fall; worst of all, John Ordway writes on September 18, "The mountains continue as far as our eyes could extend. They extend much further than we expected." Clark names a stream Hungry Creek to describe their condition.

Eleven days later, on the brink of starvation, the entire expedition staggers out of the Bitterroots near modern-day Weippe, Idaho.

LATE SEPTEMBER

After debating what to do about the strangers who have suddenly arrived in their homeland, the Nez Percé (on the advice of an old woman named Watkuweis) decide to befriend them. The men get sick from gorging themselves on salmon and camas roots. A chief named Twisted Hair shows them how to use fire to hollow out pine trees and make new canoes.

Nez Percé Man

OCTOBER 7

Near what is now Orofino, Idaho, the expedition pushes its five new canoes into the Clearwater River, and for the first time since leaving St. Louis has a river's current at its back.

Columbia River

OCTOBER 16

Having raced down the Clearwater and the Snake Rivers, they reach the Columbia. The river teems with salmon—Clark estimates 10,000 pounds of salmon drying in one village—but the men want meat to eat, so they buy dogs from the Native Americans.

OCTOBER 18

Clark sees Mount Hood in the distance. Seen and named by a British sea captain in 1792, it is a fixed point on the expedition's map, proof they are at last approaching the ocean. Soon they pass through the raging falls of the Columbia and into the gorge, emerging from the arid semi-deserts of eastern Washington and Oregon into the dense rainforests of the Pacific Northwest.

NOVEMBER 7

Thinking he sees the end of land in the distance, Clark writes his most famous journal entry: "Ocian (sic) in view! O! the joy." But they're actually only at the eastern end of Gray's Bay, still twenty miles from sea. Fierce Pacific storms, rolling waters and high winds pin them down for nearly three weeks. This is "the most disagreeable time I have experienced," according to Clark.

Later, Clark estimates they have traveled 4,162 miles from the mouth of the Missouri to the Paci[illegible]. His estimate, based on dead reckoning, will turn out to be within forty miles of the actual distance.

NOVEMBER 24

To make the crucial decision of where to spend the winter, the captains decide to put the matter to a vote. Significantly, in addition to the others, Clark's slave, York, is allowed to vote—nearly sixty years before slaves in the U. S. would be emancipated and enfranchised. Sacagawea, the Shoshoni woman, votes too—more than a century before either women or Native Americans are granted the full rights of citizenship.

The majority decides to cross to the south side of the Columbia, near modern-day Astoria, Oregon, to build winter quarters.

DECEMBER 25

An entire continent between them and home, the expedition celebrates Christmas in its new quarters, Fort Clatsop, named for a neighboring Native American tribe. The captains hand out handkerchiefs and the last of the expedition's tobacco supply as presents.

1806

JANUARY 1

In his journal entry, Lewis exhibits the homesickness that seems to afflict everyone during the rainy winter, during which there are only twelve days in which it doesn't rain. "Nothing worthy of notice" soon replaces "we proceeded on" as the most common phrase used by the diarists.

JANUARY 4

Arikara Rush Gatherer

In the East, President Jefferson welcomes a delegation of Missouri, Oto, Arikara, and Yankton Sioux chiefs who had met Lewis and Clark more than a year earlier. Jefferson thanks them for helping the expedition and tells them of his hope "that we may all live together as one household." The chiefs respond with praise for the explorers but doubt whether Jefferson's other "white children" will keep his word.

MARCH 7

Having previously run out of whiskey, the expedition now runs out of tobacco. Patrick Gass reports that the men use crab tree bark as a substitute.

MARCH 23

Fort Clatsop is presented to the Clatsops, and the expedition sets off for home.

MAY – LATE JUNE

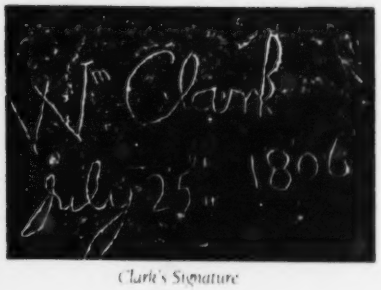
The expedition arrives back with the Nez Percé but has to wait for the snows to melt on the Bitterroots before trying to cross them. They play a game of "base" with the Native Americans, who once again provide the explorers with food. Lewis calls them "the most hospitable, honest and sincere people that we have met with in our voyage."

JULY 3

After re-crossing the Bitterroots, the expedition splits into smaller units, in order to explore more of the Louisiana Territory. Clark takes a group down the Yellowstone River; Lewis heads across the shortcut to the Great Falls and then explores the northernmost reaches of the Marias River (and therefore the Louisiana Territory). It will mean they will be split at one point into four separate groups.

JULY 25

Having reached the Yellowstone (with some guiding assistance from Sacagawea), Clark's group has re-entered the Great Plains, built two dugouts, been stopped on the river by a huge buffalo herd, and now comes to a sandstone outcropping east of present-day Billings, Montana. He names it Pompy's Tower, in honor of Sacagawea's son, nicknamed Little Pomp. And on the rock face, Clark inscribes his name and the date—the only physical evidence the Corps of Discovery left on the landscape that survives to this day.



Clark's Signature

Lewis and three men, meanwhile, are now 300 miles away, near the Canadian border and what is now Cut Bank, Montana.

July 26/27

Heading back toward the Missouri, Lewis sees eight Blackfeet warriors. They camp together warily, but the morning of the twenty-seventh the explorers catch the Blackfeet trying to steal their horses and guns. In the fight that follows, two Blackfeet are killed—the only act of bloodshed during the entire expedition. Lewis leaves a peace medal around the neck of one of the corpses "that they might be informed who we were." The explorers gallop away, riding for twenty-four straight hours, meet the group with the canoes on the Missouri and paddle off toward the rendezvous with Clark.

August 12

Downstream from the mouth of the Yellowstone, the entire expedition is finally reunited.

August 14

They arrive back at the Mandan villages. John Colter is given permission to leave the expedition and return to the Yellowstone to trap beaver (and become one of the first American "mountain men"). The captains say good bye to Charbonneau, Sacagawea and Baptiste.

September

Speeding home with the Missouri's current, they cover up to seventy miles a day, often not even stopping to hunt in order to get back sooner. They exchange harsh words with the Teton Sioux chief, Black Buffalo; pay their respects at the grave of Charles Floyd, their only casualty; and begin meeting boat after boat of American traders already heading upriver into this newest section of the nation.

Mandan Lodge

September 20

The men see a cow on the shore and raise a cheer at the sign that they are finally returning to the settlements: that day they reach La Charette.

September 23

Their last day as the Corps of Discovery. They reach St. Louis. Having been gone nearly two and a half years, they had been given up for dead by the citizens, who greet the explorers enthusiastically. "Now," young John Ordway writes, "we intend to return to our native homes to see our parents once more, as we have been so long from them."

Fall

The captains are national heroes; as they travel to Washington, D.C., balls and galas are held in the towns they pass through. In the capitol, one senator tells Lewis it is as if he had just returned from the moon. The men get double pay and 320 acres of land as rewards; the captains get 1,600 acres. Lewis is named governor of the Louisiana Territory; Clark is made Native American agent for the West and brigadier general of the territory's militia.

1809

OCTOBER 11

Traveling east along the Natchez Trace in Tennessee, on his way from St. Louis to Washington, Lewis commits suicide at Grinder's Stand, an inn south of Nashville. (Later, theories that he was murdered arise, but neither Clark nor Jefferson doubted the original, on-site reports that Lewis had shot himself. Few historians give credence to the the murder theory.)

1812

DECEMBER 20

At Fort Manuel in what is now South Dakota, Sacagawea dies. Clark, in St. Louis, assumes custody of Jean Baptiste and her infant daughter, Lisette. (Later, legends arise that it was Charbonneau's other wife that died, that Sacagawea lived until the late 1800s and died on the Shoshoni reservation in Wyoming; few historians give much weight to this.)

1832

York dies sometime before this date, probably of cholera, after going into the freighting business in Tennessee and Kentucky. Clark had kept him slavery for at least ten years following the expedition before granting him his freedom.

1838

SEPTEMBER 1

William Clark married Julia "Judith" Hancock, for whom he named a river in Montana; was respected as a Native American agent (Native Americans called St. Louis the "Red-Headed Chief's Town"); succeeded in business; and several times was appointed governor of the Missouri Territory (though he lost the first election to be the new state's governor, after being accused of being too "soft" on Native Americans). On this date he dies at the home of his eldest son, Meriwether Lewis Clark.

SOURCE CREDITS FOR TIMELINE

"Indian Peace Medal"— American Numismatic Society, New York, NY

"Portrait of Meriwether Lewis"—painting by Charles W. Peale

"Portrait of William Clark"—painting by Charles W. Peale

"Hidatsa Mother"—photo by Edward S. Curtis, circa 1907-1930,
Dartmouth College Library, Hanover, NH

Sioux Woman with Papoose"—photo by Edward S. Curtis, circa 1907-1930,
Dartmouth College Library, Hanover, NH

"Arikara Rush Gatherer"—photo by Edward S. Curtis, circa 1907-1930,
Dartmouth College Library, Hanover, NH

"Clark's Signature at Pompey's Pillar"—photo by Jennifer Johnson, 1997.—PBS Online

"Interior of the Hut of the Mandan Chief" painting by Karl Bodmer, 1832-34,
Beinecke Rare Books and Manuscripts Library

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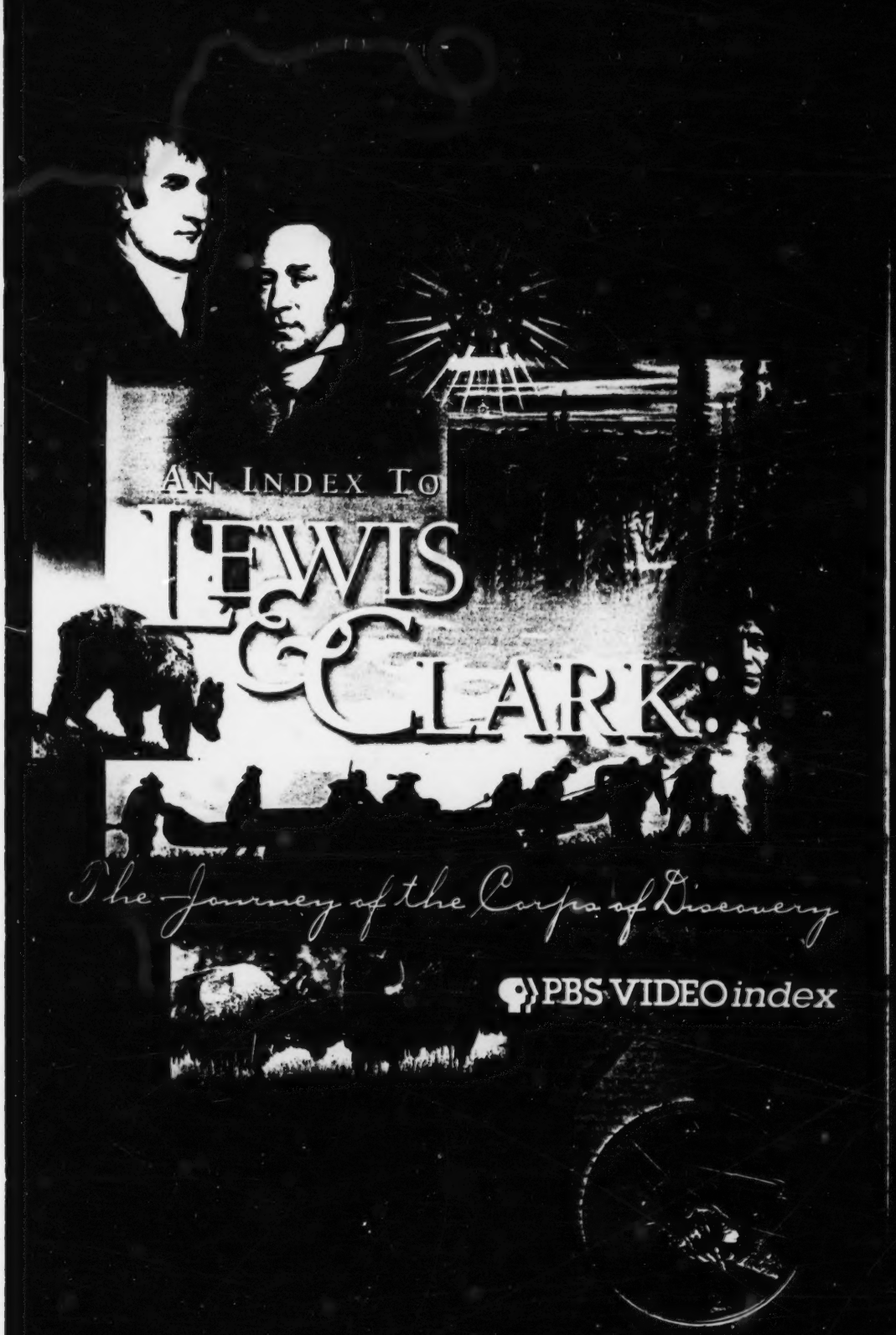

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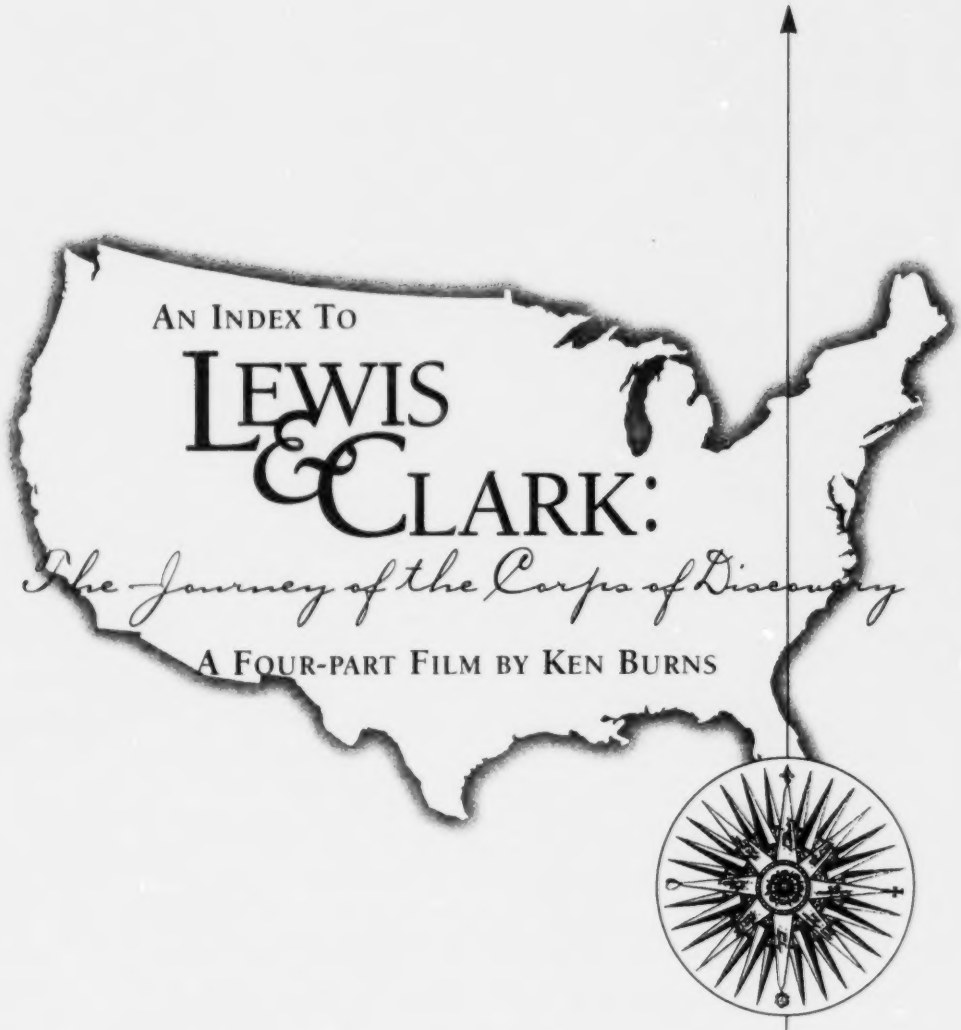

AN INDEX TO

LEWIS & CLARK:

The Journey of the Corps of Discovery

A FOUR-PART FILM BY KEN BURNS

produced by Florentine Films and WETA, Washington, DC
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About the
PBS VIDEO*index*®

The following PBS VIDEO *index*® contains references to key events, themes and people featured in Lewis and Clark. The index accompanies a set of tapes prepared for educators which have been enhanced with a time clock reference that is visible on you television screen. The time clock on your screen appears as a series of number (e.g. 1:14:54) and refers to the hour, minute, and second at which a reference will appear. For instance, the reference given above will appear one hour, 14 minutes and 54 seconds into a particular video volume. To find the reference, you need only to fast forward the correct video volume until the number 1:14:54 appears on your screen.

This printed index includes an additional number, followed by a slash (/). This number refers to the video volume in which the reference can be found. For example, in the index you will find a reference to the Blackfeet Indians and the Lewis and Clark Expedition. That number will appear in the printed index as 4/07:47. This indicated that the segment dealing with the Blackfeet Indians appears in the fourth video volume, at time reference 07:47. To locate the reference on the tape, place Part 4 in the VCR and fast forward until you see the numbers 07:47 appear on the screen. At that point in the video you can discover the significance of the the Blackfeet Indians to the Lewis and Clark expedition.

INDEX FORMAT

This index is presented first in the format of a traditional book index with all pertinent information arranged in alphabetical order. The entries are also presented and organized in a Subject Index which contains the following categories:

- Events
- Organizations and Groups
- People

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Chapters & Timings

VOLUME 1
LEWIS & CLARK, PART 1

Introduction
01:00-17:15

At the request of Thomas Jefferson, Meriwether Lewis and William Clark prepare for the most important expedition in American history. In the spring of 1803, Lewis, a skilled frontiersman and amateur scientist, spends months in Philadelphia learning botany, zoology, mineralogy and celestial navigation. That fall, just months after France offers to sell Jefferson the Louisiana Territory, Lewis and Clark make their way to the eastern side of the Mississippi, soon to discover exactly what Jefferson had just bought.

The Grandfather Spirit
17:19-33:20

On May 14, 1804, the Corps of Discovery leaves its winter encampment in Illinois, crosses the Mississippi River, and finally heads up the Missouri. The Missouri proves tough to traverse and after two long months, the corps is still in what is now the Missouri. That July, the corps fires the keelboat's cannon and drinks an extra ration of whisky to mark the first Fourth of July ever celebrated west of the Mississippi. A little more than a month later, near what is now Sioux City, Iowa, Sergeant Charles Floyd becomes ill and the Corps of Discovery soon suffers its first fatality.

The Garden of Eden
33:22-50:56

As the corps moves farther north and west, the men emerge onto the largest grassland of the world—the Great Plains. They begin to encounter animals they have never seen before, and, following Jefferson's instructions, the explorers take measurements of the new species, note their habits and place their skins and skeletons in crates for shipment back to Monticello. Moving up the river into what is now Nebraska and South Dakota, the Corps of Discovery meets with several bands of Native Americans—the Otos, the

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Arikaras, and the Yankton Sioux. On September 25, 1805, the Corps of Discovery meet the Teton Sioux. When the Teton Sioux try to force a toll way beyond the expedition's ability to pay, and when the expedition refused to pay it, the fate of the entire journey hangs in the balance.

Our Friends

51:00-59:55

The corps members pass the winter of 1805 with the Mandan Indians of the upper Missouri, who for centuries had been one of the dominant tribes on the Great Plains.

VOLUME 2 → LEWIS & CLARK, PART 2

Introduction

00:00-03:05

Lewis, whose primitive medically skills were continually pressed into service, helps deliver the baby of Sacagawea, a Shoshoni woman who had been captured several years earlier by the Hidatsas and then sold to Toussaint Charbonneau, a French-Canadian fur trader. Lewis hires Charbonneau, knowing Sacagawea would come with him.

The Real Unknown

03:08-23:56

Soon after assuming his second term as president, Jefferson receives a shipment from the expedition. It includes lengthy reports about Native American tribes, box after box of specimens, and five live animals. In April the Corps of Discovery leaves Fort Mandan and once again heads west, mapping new territory with each mile. Scouting ahead, Lewis comes across the Great Falls of the Missouri.

Portage

23:58-36:16

Having seen the magnificent Great Falls of the Missouri, the corps now has to portage over eighteen and a half miles of rocky, broken ground under a broiling sun. In July 1805, the men reach the three forks of the Missouri and continue to seek out the Shoshonis and the horses they will need to complete their journey.

The Northwest Passage

36:18-43:28

In August 1805 the shipment the captains had sent from Fort Mandan arrives in the East.

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President Jefferson hangs the elk antlers on the wall of his home, plants the Native American corn in his garden, and sends the two surviving animals—a magpie and a prairie dog to Independence Hall in Philadelphia. Lewis approaches the Continental Divide where he believes he will find the Northwest Passage, the great prize that Jefferson had sent him to find and claim for the United States. Instead of an easy passage to the Pacific, Lewis finds a series of mountains the men will have to climb in order to continue west.

VOLUME 3 ➡
LEWIS & CLARK, PART 3

Introduction
00:00-15:00

By the summer of 1805, the men have been gone a year and a half. While Clark and most of the expedition moves slowly westward, Lewis travels ahead to look for the horses they will need to cross the mountains. At last he meets up with the Shoshonis. As Lewis negotiates for the horses, Sacagawea translates. She soon discovers the Shoshoni chief is her brother, Cameahwait. The Shoshonis agree to sell the expedition as many horses as they need. In honor of their good fortune, Lewis and Clark name the spot Camp Fortunate.

The Most Terrible Mountains
15:02-23:48

On August 31, 1805, the expedition members set off on twenty-nine horses and one mule, led by an elderly Shoshoni. In September the corps ascends the Bitterroot Mountains, which Sergeant Patrick Grass called "the most terrible mountains that I ever beheld." Low on supplies, the men kill a colt for food, eat their candles and "anything they can get their hands on." Eleven days after entering the mountains, the men, more dead than alive, stumble out of the Bitterroots.

Watkuwies
23:50-33:36

In late September, the expedition encounters the Nez Percé, who decide to befriend the men. The men feast on salmon and camas root and stay with the Nez Percé for two weeks, gathering their strength before pushing five new canoes into the Clearwater on October 7, 1805. On October 16,

they reach the Columbia, the great river of the Northwest. Eleven days later, Clark sees Mount Hood, confirming that the men were slowly emerging out of unknown territory.

O! The Joy

33:38-48:30

Near the end of October, the men pass through the Columbia River Gorge. On November 7, Clark thinks he sees the ocean and writes in his journal "Ocian (sic) in view! O! the joy." As they soon discover, however, it wasn't the ocean, but rather a huge bay near the mouth of the Columbia. Finally, on November 18, 1805, Clark sets out from the expedition's campsite, works his way to the top of a hill and at last sees the ocean. Clark had estimated they had traveled 4,162 miles since leaving the Mississippi. And they would now, by taking a vote, decide to spend the winter on the south side of the Columbia before returning home.

Rainy and Wet

48:32-57:08

The winter is rainy and wet and life in their new winter quarters soon settles into a dreary routine. The men make candles, boil ocean water for salt and sew clothes and moccasins from elk hides for their return trip home. Clark, meanwhile, prepares a new map that would replace eastern hope and speculation with the hard facts of western geography. Lewis writes detailed descriptions of the new animals and plants they had seen on their journey. On March 16, Lewis takes stock of the remaining trade items, which the expedition would need on their return trip to barter for horses and food. The entire supplies can be held in two handkerchiefs.

VOLUME 4 ➡

LEWIS & CLARK, PART 4

Introduction

00:10-25:25

On March 23, 1806, after presenting Fort Clatsop to the neighboring Native Americans, the Corps of Discovery slides its boats out onto the Columbia and pushes off the United States. By early May they are back with the Nez Percé, who once again befriend the explorers. They stay with the Nez Percé for five weeks waiting for the

snow to melt on the Bitterroots; by the end of June, they are out of the mountains. In a risky move, the captains decide to split up into smaller groups and explore new parts of the Louisiana Territory. On July 26, Lewis and his men encounter eight Blackfeet warriors. The two groups approach each other warily and set up camp. Just before dawn, Lewis is awakened by sounds of a struggle. The explorers had caught the Blackfeet trying to steal their horses and guns. The struggles results in the death of two Blackfeet warriors. With no time to lose, Lewis and his men ride as hard and as fast as they can for the next twenty-four hours. On August 12 they arrive in Clark's camp and the entire expedition pushes toward the Mandan villages.

In August, four members of the Corps of Discovery take leave of the expedition. John Colter joins two American trappers on their way to the Yellowstone, and the captains say good-bye to Sacagawea, her husband and son. As the men get closer to home, they begin to encounter fur traders and other explorers, who exchange whiskey, tobacco, and news from the East for information about the West. On September 23, the men arrive as the mouth of the Missouri. Soon they are on the Mississippi River proceeding down to St. Louis. On September 23, 1806, Lewis announces the arrival of the corps to President Thomas Jefferson.

Done for Posterity

25:27-45:45

Shortly after their return home, the corps quietly disbands. York, who had been a full-fledged member of the corps is kept in slavery for ten years until Clark finally relents and grants him his freedom. Immediately following the expedition, Clark marries Judith Hancock and moves to St. Louis, where he assumes duties as the government's Native American agent in the West. He is 69 years old when he dies on September 1, 1838, at the home of his eldest son, Meriwether Lewis Clark. As a reward for his role in the expedition, Lewis is appointed governor of the Louisiana Territory. However, Lewis is soon overwhelmed by problems in his new life. He courts several women, goes into debt and is unable to complete a manuscript describing the expedition. On October 18, 1809, Jefferson is

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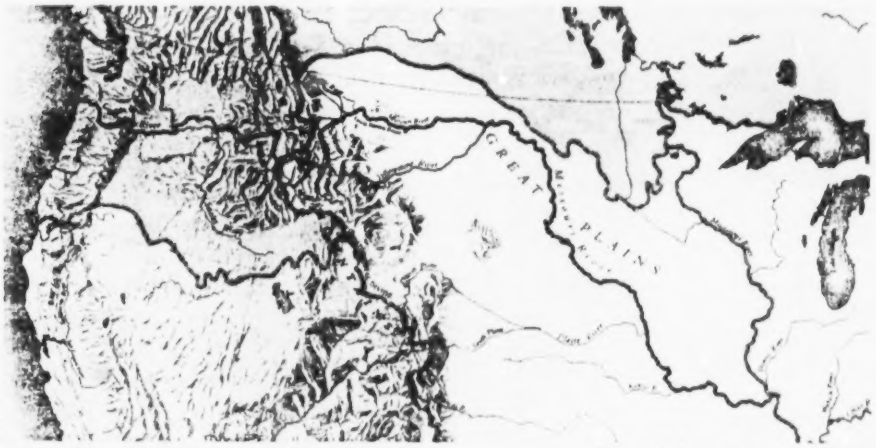
informed of Lewis's death by suicide.

By the time the last member of the Corps of Discovery died, the United States stretched far beyond the Louisiana Territory. Jefferson estimated it would take his nation a hundred generations to fill up the land he had sent Lewis and Clark to explore. Americans did it in less than five.

VOLUME 1	**Lewis and Clark, Part 1**	**LECL-DX1**
VOLUME 2	**Lewis and Clark, Part 2**	**LECL-DX2**
VOLUME 3	**Lewis and Clark, Part 3**	**LECL-DX3**
VOLUME 4	**Lewis and Clark, Part 4**	**LECL-DX4**



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Route of the Corps of Discovery

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